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| **Grade: KINDERGARTEN** | **Subject: ART** | **Days: 1** | | **Date: DAY FOUR** |
| **Learning Goals for this Lesson (unpacking the standard):**  **STUDENT WILL:**  ...Look for his birthplace on a map. (Wassily Kandinsky, Russian, 1866-1944. )  **…Will compare/contrast the art of Mondrian &**  **Kankinsky,observing, describing, and sharing ideas**  **about the artworks and their elements… and see that a painting can be created with a deep personal intuition rather than the precision of one’s eye… and see** **that Artists can use their emotional responses and natural movement to music as a source for creating artwork.**  … Study lines (thick, thin, wavy, straight, zigzag, stippled, dotted, dark, light and so on) and illustrate a variety of lines by interpreting the sound & music they hear... creating an abstract composition based on the music they hear  ……**Line and shape can be used to represent beat and rhythm.**  …See the potential of color mixing.  **…Develop a verbal vocabulary useful for describing, analyzing & interpreting abstract imagery, music & sound.**  …Demonstrate understanding of how to use tempera cakes appropriately, especially when sharing with a partner. | | **Standard(s):**   |  |  | | --- | --- | | RIK. 9- | *With prompting and support*, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |   **VISUAL LITERACY**  **K.V.1. Use the language of visual arts to communicate effectively.** K.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, & texture.  **K.V.2 Apply creative and critical thinking skills to artistic expression.** K.V.2.1 Recognize that artists may view or interpret art differently. K.V.2.2 Use sensory exploration of the environment as a source of imagery. K.V.2.3 Create original art that does not rely on copying or tracing.  **K.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.** K.V.3.1 Use a variety of tools safely and appropriately to create art. K.V.3.2 Use a variety of media to create art. K.V.3.3 Use the processes of drawing, painting, weaving, printing, collage, mixed media, sculpture, and ceramics to create art.  **CONTEXTUAL RELEVANCY**  **K.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.** K.CX.1.1 Use visual arts to illustrate how people express themselves differently.  K.CX.1.3 Recognize key components in works of art from different artists, styles, or movements  **CRITICAL RESPONSE**  **K.CR.1 Use critical analysis to generate responses to a variety of prompts.** K.CR.1.1 Identify the lines, colors, and shapes in works of art. K.CR.1.2 Explain personal art in terms of media and process.  \*To introduce students to Kandinsky’s abstract work.  \*To learn that even a scribble can be made beautiful.  \*To work on drawing (fine motor)and painting skills.  \*To create an abstract painting using tempera cakes that visualizes the qualities and characteristics of the songs or sounds they hear played in the classroom | | |
| **Key Vocabulary to preview and vocabulary strategy:**  **Abstract Art:** Abstract art is art that does not depict objects in the natural world, but instead uses color and form in a non-representational way. (Abstract Expressionism: A style and movement of non-representational painting where artists apply paint quickly and forcefully to express feeling and emotion. Developed in the 1940's and 1950's, the often-large works appear to be accidental but are very intentional.)  **Visual Concepts:** Examples: color, mark, line/shape, composition, texture, smooth/rough surface, transparency/opaque, thin/ thick, active/quiet, chaotic/organized, bright/dull, etc.  **COLOR- PRIMARIES RED, YELLOW, BLUE…**  **LINE-HORIZONTAL – VERTICAL…**  **SHAPES** – **SQUARES, RECTANGLES….**  **Texts and Resources:** Sample Posters by Piet Mondrian and Wassily Kandinsky, youtube video’s showing computer animation with Mondrian and Kandinsky’s works, 12x18” white paper, black oil pastel, water jars, tempera cakes, large brushes. | | | | |
| |  |  | | --- | --- | | **Connect & Engage:** | We reviewed what we learned in our Mondrian project (vertical lines, horizontal lines, primary colors). We compare the differences between a Mondrian composition and a Kandinsky composition. Under each print make a list of their differences. Then make a list of their similarities. Note that even though they use the same elements of art, their works are very different -just like our work. And they are all good!  12x18 white paper will be waiting at their seat for them.  Students get black oil pastel at the supply table as they go to their seats. Watch youtube video’s showing computer animation with Kandinsky’s art work- *as teacher gets paints, water and brushes passed out.* (Opt: Listen to [*The Carnival of the Animals*](http://www.youtube.com/watch?v=hjaBGAfWGSU) by Camille Saint Saens.)  Students show the emotion of the music as they draw their lines with black oil pastel. As they finish drawing, give a quick demo of how to use the paint and clean the brush appropriately.  Walk around and help as needed. Assess, if possible. | | **Modeling the Learning Target:** | **[http://1.bp.blogspot.com/_6690VNY9Tt4/TIp-E3Rdm-I/AAAAAAAAII8/Lqct6grH1_I/s320/CIMG3917.JPG](http://1.bp.blogspot.com/_6690VNY9Tt4/TIp-E3Rdm-I/AAAAAAAAII8/Lqct6grH1_I/s1600/CIMG3917.JPG)**  Show a poster depicting different kinds of lines…OR draw them… This gives a lot of inspiration when challenged to show as much variety of types and thicknesses in their painting. (Challenge the students with criteria to meet - this is what helps them grow as artists.) | | **Guided Practice:** | Under each print make a list of their differences. Then make a list of their similarities. Note that even though they use the same elements of art, their works are very different -just like our work. And they are all good! | | **Collaboration or Independent Practice:** | **Together,** under each print make a list of their differences. Then make a list of their similarities. Note that even though they use the same elements of art, their works are very different -just like our work. And they are all good! | | **Grand Conversation:** | **Pair and share your favorite element of art in the two artists works.** | | **Formative Assessments:** | 1. Students will demonstrate understanding of sound/mark relation. 2. Students should have a **variation of black lines and shapes** as well as mixed colors in their painting. 3. Students should have a clear understanding of **abstraction vs. realism**. 4. Students should demonstrate **good craftsmanship.** 5. Students should show **effort and participation.** | | | | | |
| |  | | --- | | **Questions to Promote Rigor and Higher Order Thinking:**  **Thinking about how these two artists created the same elements in different ways, how would you create the same elements in a *different* way?** | | | | **Graphic Organizer:** | |